2 DAY WORKSHOP SCRATCH & MAKEYMAKEY

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Goal: To train Computer Lab and Special Education teachers to deepen their skills of the computer programs "Scratch" and "Makey-Makey" to support learning for all students through technology

First Day

Unit #1

Meet and greet:

-Participants will be asked to use the information from appendix #1 to find something they have in common with other participants.

-Participants will create their own name tag.

-Participants will be asked to use post-it notes to write down two strengths and two weaknesses. The post-it notes will then be displayed on a wall and used again during the last section of this training.
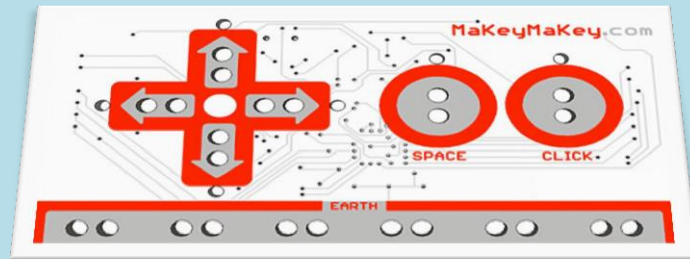
Unit #2

-Scratch basics Review Activity:

 *How to snap blocks together
 *How to make a sprite move and say something
 *How to add another character
 *How to change the background image

Participants will create a project using 8 blocks to tell about their place of work. To establish a target of what is expected, the participants will be provided with examples. Since the students might have different levels of knowledge of the programs, the samples will include different levels of competence to meet the different needs of the participants.

Unit #3

-Participants will practice using a combination of keys on the keyboard to command actions in Scratch

-Makey-Makey Introduction:

Participants will be allotted time to interact with the program and better their understanding of the conduction of electricity.

Practice #1: create a piano.

Practice #2: create a tablet to introduce the vowels.

Unit #4

-Each participant will be asked to create an account with Scratch Ed. and will need to upload both projects.

-While in the Scratch program, each participant will then need to create a 'Studio' and name it 'Makey-Makey'.

Second Day

Unit #5

Main Project

-Participants will be paired up to include one Computer Lab teacher and one Special Education Teacher. To help teachers build a strong teaching relationship at their school sites, teachers will be paired up with other teachers from the same school if possible.

-The pair will be asked to pick a specific theme or unit of study and a specific learning/physical disability.

-Based on the specific unit of study and disability, the participants will be asked to design a tool to support learning for the students. Since the teachers come from the same school, it will be suggested that they choose something that could be put into practice right away when they return to their schools.

-Participants will be asked to present their projects to the rest of the group. As part of the presentation, they will need to explain how they plan to use this at their schools.

-Participants will be asked to upload their finished projects onto their Studio.

Unit #6

-Q&A: Participants will be given time to ask any further questions.

-Closure/Reflection: Post-it activity. Participants will be asked to reflect back on their strengths and weaknesses and how these influenced their ability to create the projects and work with others and what they did to help themselves or others overcome any problems. This activity is meant to allow participants to reflect on their own learning styles and how this pertains to their teaching style. After listening to the comments, the participants will be asked to also reflect on how they think their students´ strengths and weaknesses might affect their leaning process. This will also allow participants to become aware of their students´ strengths and they can improve leaning.

-Workshop Evaluation